Anatolian Turkish Journal of Education

Year: 2025 Volume: 7 Issue: 2 pp. 213-240

ISSN: 2687-5314
DOI: https://doi.org/0000/ated/00.00.00

www.anadoluturkegitim.com/en
Article Type: Research Article

Recieved: 13 May 2025 Accepted: 29 Now 2025

The Effect of Using The out-of-School Learning Model in Teaching National Cultural Elements in Social Studies Course on Students' Academic Achievement and Attitudes

Dilek Güzel[1], Birsen Bağçeci[2]

[1]Gaziantep University, Institute of Educational Sciences/Gaziantep, Türkiye, e-mail: dilekdalkilicguzel@gmail.com, ORCID: https://orcid.org/0000-0002-4819-3652
[2]Gaziantep University, Faculty of Educational/Gaziantep, Türkiye, e-mail: bagceci@gantep.edu.tr, ORCID: https://orcid.org/0000-0001-8189-4912
Corresponding Author: Dilek Güzel, Gaziantep, Türkiye.

Abstract

The aim of the study is to investigate the impact of out-of-school learning environments on students' academic achievement and attitudes towards cultural heritage in the 4th grade Social Studies course, as well as to explore students' opinions regarding out-of-school learning. The study employs a mixed-methods research approach, utilizing a quasi-experimental design with a pre-test and post-test control group for the quantitative component. In the study, the learning objectives related to the "Culture and Heritage" topics were delivered through out-of-school learning environments for the experimental group, whereas the control group followed the existing curriculum-based instructional process. The participants of the study consist of 56 fourth-grade students enrolled in a public school in the central district of Gaziantep province during the 2023-2024 academic year. The data collection instruments used in the study include the Academic Achievement Test, the Tangible, cultural Heritage Attitude Scale, and a Semi-Structured Interview Form. Data analysis was conducted using the Independent Samples t-Test, Paired Samples t-Test, and content analysis. According to the research findings, the Culture and Heritage education conducted in out-of-school learning environments in the experimental group was more effective in improving students' academic achievement and attitudes toward tangible cultural heritage compared to the existing curriculum. Students reported that they did not encounter any problems during the field trips conducted within the framework of out-of-school learning and expressed a desire to participate in such trips again. Furthermore, students stated that museum visits were more enjoyable, lasting, and realistic compared to in-class activities. In this context, it is recommended that teachers increase the use of out-of-school learning activities for teaching culture and heritage, administrators support such activities, and researchers investigate the effectiveness of out-of-school learning in different contexts.

Keywords: Social studies education, out-of-school learning, culture and heritage, achievement, values.

Introduction

Education, which aims to provide the qualifications needed by the individual and society, finds a fundamental contribution to the development and development of individuals and societies. Education plays an active role in every stage of life in formal and informal fields and has a decisive effect on individuals' positions, beliefs and lifestyles in society. In general terms, education represents an indispensable need for individuals and societies (Demirel & Kaya, 2006). All national creations and achievements and material assets that form, explain, support or reveal the cultural structure of a country or society constitute cultural heritage. The preservation

Güzel, D., & Bağçeci, B. (2025). The effect of using the out-of-school learning model in teaching national cultural elements in social studies course on students' academic achievement and attitudes. *Anatolian Turkish Journal of Education*, *7*(2), 213-240. https://doi.org/0000/ated/00.00.00

and maintenance of culture is a fundamental requirement for societies to survive. The maintenance of the historical role of society is closely related to the cultural development of individuals, and the contribution of individuals is important for the sustainability of culture. Culture changes over time and is transferred to future generations (Yılmaz, 2009). Introducing children to the historical places and cultural elements around them, making sense of them and raising the awareness of leaving them as a legacy to the future is of great importance in terms of cultural enrichment and nation-building processes. Social studies course is an important cultural transfer course in terms of content. The main purpose of this course is to train students with knowledge, skills and behaviors integrated with our values and competencies specified in the program. The realization of program achievements is key to achieving this goal (Utku, 2023).

In the Social Studies program prepared by the Ministry of National Education (MEB) in 2018, it was aimed to "create national consciousness that will ensure the protection and development of culture based on the basic elements that make up Turkish culture" (p.11) and it was seen as the most important course of cultural heritage education in the basic education process (Gürel and Çetin, 2018). When the literature is examined, it is concluded that teachers and students are aware of the deliberate cultural education responsibility attributed to this course, but they have a limited positive attitude towards this issue due to theoretical-based education that is far from life (Avcı & Memişoğlu, 2016; Ay, et al., 2015; Karadoğan, 2016). The extent to which traditional teaching methods are sufficient in the transfer of national cultural elements is an important research topic. It may be more effective for students to go beyond learning the concepts of cultural heritage at the theoretical level and to learn these values by observing and experiencing them on site (Ceyhan, 2016). However, it is seen that the current research on the effects of the out-of-school learning model on students' academic achievement and attitudes is limited (Ulutaş, 2018; Kartal and Şeyihoğlu, 2020; Demir, 2021; Sevigen, 2021; Aktaş, 2022; Arkan, 2022; Ayyıldız, 2023).

Determining effective teaching strategies that increase students' academic success and enable them to develop positive attitudes towards the course is critical to improving the quality of education. In this context, it is necessary to reveal the advantages of the out-of-school learning model compared to traditional teaching approaches and to examine how this model can be integrated with student-centered learning processes (Utku, 2023). In addition, it is imperative to produce concrete, data-driven results on the extent to which out-of-school learning increases students' awareness and ownership of cultural heritage (Ulutaş, 2018).

Today, in order to increase the quality of learning, it is important for the student to be active in the learning process, to learn by experiencing in social life, and to associate the information they have learned with their environment (Aktaş, 2022). The use of different methods and approaches in education is of great importance in order to enrich and deepen students' learning experiences (Demirel & Kaya, 2006). In this context, there are new searches for more qualified cultural heritage education. As it is known, cultural heritage is not just a cognitive field. Students also need to achieve affective gains and feel some values directly (Utku, 2023). For this reason, the problem that attracts the researcher to this research is the question "How can a more qualified education be given in bringing cultural heritage to future generations?"

Social Studies Course and Out-of-School Learning

Since the social studies course covers knowledge and skills in various areas of social life, it includes a wide range of out-of-school learning environments. Such learning environments will contribute to the social development of students and help them take part in society effectively.

In the Social Studies Curriculum, activities are divided into two categories: in-class and

out-of-school. In-class activities refer to the activities carried out in the classroom during the lesson, while out-of-school activities include activities carried out at home, library, related institutions and organizations (MEB, 2005). In the curriculum of the Ministry of National Education, great importance has been given to out-of-school learning activities and such activities enable students to discover the production, culture, art and geographical structure of the geography they live in; It is defined as places where education and training activities take place in order to enable them to recognize local plant and animal species and learn their cultural characteristics (MEB, 2019). First of all, museums are the most frequently used environments in this regard. Museums are the most important values that reflect the common culture and consciousness of a society and shed light on the future from the past. According to the definition of ICOM (2014), museums are non-profit public institutions that collect, exhibit and research material evidence of humanity. Museums are social laboratories integrated with the socio-cultural values of societies (Akt. Öztürk, 2019). According to TDK (2018), a museum is a place where works of art and science are stored and exhibited. Museums play an important role in educational activities; It is an ideal environment for out-of-school learning, especially in social studies teaching. Museums are bridges from the past to the future and contain the common values of humanity. In the museum environment, students become more sensitive to artifacts and gain sensitivity to cultural heritage. In social studies teaching, museums provide students with concrete experiences, develop the ability to empathize with history and gain different skills. Teachers can use museums effectively, allowing students to develop different perspectives. Museums are important not only in terms of increasing students' awareness but also in terms of acquiring knowledge, developing creativity, and contributing to scientific developments (Öztürk, 2019).

During museum visits, students' different learning styles (tactile, auditory, visual, etc.) should be taken into consideration. Museums are environments that contribute to the learning process of each student, taking into account individual differences. With the development of technology, museums are becoming more economical and practical, and their functions are increasing, especially with augmented reality applications. In this way, it becomes possible to visit museums and make investigations at long distances (Utku, 2023). Museums, which have different types such as history, nature, art, science, military, law, and communication, can help students develop various learning styles (visual, auditory, tactile, etc.) by encouraging them to think in multiple ways (Ata, 2015; Atalay et al., 2016). In this context, museum trainings and museum visits can produce effective and meaningful results.

Virtual museums, which transcend the traditional museum perception, enable all stakeholders of the school to easily participate in cultural and artistic activities through online platforms. Virtual museums are also called "online museum", "electronic museum", "e-museum" and "digital museum". However, compared to real museums, virtual museums have a structure that can still be considered quite new. For this reason, it is stated that a complete definition of virtual museums cannot be made (Peker, 2014). According to the definition of the International Council of Museums (ICOM, 2007), virtual museums are institutions that collect, preserve, research and share materials about people and their environment, independent of commercial concerns. Virtual museums are used as educational materials as well as providing the transmission of cultural heritage by showcasing events and situations of historical value through digital platforms. Such virtual museums are thought to have a positive effect on the emotional and cognitive development of students (Buyurgan & Mercin, 2005). In addition, it has advantages such as concretizing abstract subjects, increasing students' interest and attitude towards the lesson, and contributing to the curriculum with the visual presentation of theoretical subjects. In addition to advantages such as being more accessible than classical museums, saving

time and money, and offering unlimited roaming, it also has disadvantages such as the risk of internet disconnection, inadequacy in computer use, and inability to fully present the sense of reality (Schweibenz, 2019).

Objects and artifacts in museums are presented in three dimensions. The use of virtual museums in social studies teaching is recommended and offers rich content for out-of-school learning. By providing a fun environment in the teaching of concepts, it provides learning opportunities to increase historical, natural and cultural awareness. Virtual museum education is a multifaceted component and adopts a constructivist approach based on student-centered and activity-based learning (Schweibenz, 2019). In the context of out-of-school learning, it increases students' willingness levels by increasing interest and motivation in learning. It develops digital literacy, media literacy and innovative thinking skills in social studies teaching. Students will be supported by increasing their interest in technological and scientific studies. Virtual museums provide access to national and international museums, allowing students to become aware of global world heritage. In this way, it contributes to the strengthening of inter-communal relations, the sharing of information at the global level, and the acquisition of values such as peace, brotherhood, solidarity, benevolence, sensitivity, tolerance, respect and responsibility (Öztürk, 2019)

One of the out-of-school learning environments in the social studies course is local history practice. There are various definitions of the concept of local history. According to Işık (2008), local history; It refers to the features of a region in its past that are unique to that region. What constitutes the history of this region is the historical events in that region. Erpulat (2003) defines local history as "microhistory" because it covers the history of people, their immediate environment. According to Öztürk (2019), local history makes people want to learn something and gain knowledge about it. Students try to understand the past of the region they live in, the living conditions of people in the past, their cultural environment and the legacy they left. This explains the purpose of local history. In this way, students learn history starting from their own environment and the concept of history becomes concrete for them. Societies have created many places and cities in the past. These places provide information about people's lifestyles and social structures and create the historical environment. This historical environment is passed on to future generations as an example, a guiding heritage. Students learn this heritage and knowledge through history education in social studies class. In this way, students protect their own values, become aware of these values and protect them (Göç, 2008).

Rice (1901) emphasized the necessity of associating knowledge with students' current experience environment in history teaching, and stated that in this way, students would learn to value their environment. It is important for students to be active in teaching local history so that they learn more deeply. Local history evokes a unique sense of historical reality in students by internalizing historical knowledge, as events take place in places that students know and know. In this way, students have the opportunity to make connections between the past and the present and understand the importance of history. Danker (2003) emphasized that spaces in local history teaching are easily accessible to teachers and students and therefore attract students' attention. For example, learning that there was a workers' action on a street in the past or that a neighbor's ancestor died in the civil war can be a powerful experience for students and increase the retention of the knowledge they gain. History education in social studies courses aims to provide students with the skills to comprehend and interpret the relationships between the past and the present. Local history is also an important tool for this purpose. Learning history from students' own environment can help them develop a positive attitude towards history class. For this purpose, students can be given trips to historical places and communities in the immediate vicinity or they can be asked to compare them with the present day by giving them project assignments (Aslan, 2000).

The use of local history apps in social studies classes increases students' interest in history and helps them develop a positive attitude towards history. In addition, social studies lessons enriched with local history practices offer students the opportunity to learn by doing and experiencing in environments where they can actively participate instead of memorizing ready-made information. This contributes to students' learning about geography and cultural values and developing their sense of responsibility. Therefore, local history activities and practices carried out in accordance with the Social Studies Curriculum enable students to develop original perspectives on historical events and to reveal their thoughts (Tunç-Şahin, 2011). While historiography is generally based on written documents, oral sources also have an important place today (Burke, 2009). A new field such as the oral history method has emerged in order to ensure that the events that are pushed into the background by written culture but continue to exist in the memory of the society become a part of history (Çaykent, 2020). According to Küpüç (2014), oral history aims to reveal events that differ from existing written sources or that have not been documented before, using data obtained through interviews with people, recording the direct experiences, observations, and stories of individuals. Oral history is a process that combines ethnographic skills with historical research. Researchers conduct interviews through questions with people who lived at that time and can remember historical events using the oral history method. They usually record the information they obtain through audio or video recordings and put it in writing. In this way, researchers can construct a narrative about the historical events and phenomena in question (Jenks, 2010).

Oral history is not only limited to written texts and documents, but also includes notes, diaries, memory books, video recordings, photographs, clothes, belongings and similar materials of ordinary people (Üçüncü, 2013). Oral history is characterized by recording information that is told first-hand. In pre-planned interviews, oral history interviewers gather information through question-and-answer methods. Interviewers must have knowledge of the topic being discussed and have effective social skills to get more information from the speaker (Baum, 1995). The traditional understanding of written history often conveys events from the perspective of kings, nobles, and commanders. This approach focuses on people who are in a position of power and dominance in society. On the other hand, oral history contributes to the revelation of local history, that is, recent history, by dealing with the poor, women and second-class citizens from the lower segments of society, and by not ignoring the thoughts and experiences of ordinary people (Küpüç, 2014). In this way, the history of ordinary people other than statesmen is recorded and these people have the opportunity to make their voices heard (Danacıoğlu, 2010). In addition, events and different perspectives that are not included in official state records come to light thanks to oral history (Erdilek, 2006). Oral history plays an important role in introducing new generations to ordinary people and heroes who lived in the past but are not included in written sources. This method can reveal people and events that are not mentioned in history books, documents, artifacts, and inscriptions (Öztürk, 2019). Through oral history, information that is not included in history books, such as the daily lifestyles, clothing, and characters of societies, can be revealed (Baum, 1987).

Historical places consist of structures used by people who lived in the past in their daily lives and places where historical events took place. In this context, structures such as castles, mosques, madrasas, tombs, fountains, tombs, houses, bridges, etc., as well as any place where an important national event or war took place or the place where a person was born and lived can also be among the historical places (Ata, 2015). Historical sites remind important events from the past, making historical connections and developing students' empathy skills. In addition, historical sites help students develop higher-order thinking skills such as observation, data collection, comparison, analogy, analysis and synthesis, evaluating evidence and forming

assumptions (Yeşilbursa, 2008).

Historical places are like a window opening to the past. These places are important places that help us learn about the past of the society we live in and the different civilizations that used to live there. Teaching history topics in social studies is extremely important. However, in schools in our country, history lessons are generally limited to textbooks and mostly to the lecture method. Therefore, making history teaching site-independent and presenting it in textbooks and documents may cause students to move further away from the history of the place they live in (Harrison, 2012). This situation increases the need for the use of extracurricular activities in teaching history subjects. In this context, historical sites provide concrete and physical evidence to better understand what happened in the past. Historical places should be used in order to make the concepts of history in social studies lessons concrete. In this way, students can perceive change and continuity by establishing a closer relationship with the historical environment (MEB, 2005).

The use of out-of-school learning environments in social studies offers different opportunities for the teaching of the course. This approach creates a freer learning environment by freeing students from dependence on school, teachers, and theoretical knowledge (Şimşek & Kaymakçı, 2015). Some of these environments are historical martyrdoms, cemeteries and monuments, which have an important place in teaching the subjects of the course in the context of the out-of-school learning environment. Cemeteries are easily accessible learning environments due to their ubiquity. By examining tombstones, students can access concrete information about the structure of society, religious beliefs, symbols and rituals (Çetin & Metin, 2013). In addition, Oğuz (2002) emphasizes that cemeteries are not only architectural, but also a reflection of religion and belief systems. According to Capelle and Smith (1998), studies in cemetery areas offer an interdisciplinary interaction in which the whole class can participate in a cost-effective way. Cemetery trips can also be designed in an integrated manner with different courses such as biology, mathematics and English, along with social studies lessons. Tombstones may not be thought of as historical documents, but the inscriptions on them give us access to unique information. Names, dates of birth and death, as well as inscriptions, symbols, carving techniques and physical characteristics of tombstones are a rich source of information (Yazıcıoğlu, 2010).

Trips to martyrdoms, cemeteries and monuments in social studies class benefit students in many ways. In addition to developing students in terms of values, these trips help students develop their ability to empathize with history and use evidence by reviving important people and historical events that lived in the past. Therefore, students' perception of time and space also improves. In addition, these trips offer students the opportunity to perceive time and chronology, understand and protect cultural assets, deeply understand important concepts such as love of homeland and nation, and better analyze the geography they live in (Kulu, 2009). In this context, the use of martyrdoms, cemeteries and monuments in social studies lessons contributes to students' learning by doing and experiencing, making their lessons more enjoyable and providing learning environments suitable for contemporary education methods. Students may have the opportunity to directly experience social studies subjects through activities such as fieldwork, museum visits, community service projects, or historical site tours. These interactive learning methods give students the chance to relate abstract concepts to concrete situations and connect their knowledge with everyday life (Ay et al., 2015; Utku, 2023).

Out-of-school learning can also contribute to students' development of critical thinking, problem-solving, and communication skills. Such activities in Social Studies can also strengthen students' understanding of social responsibility by providing them with practical skills that cannot be learned only in class. In this way, students both have a more effective learning

experience and can make sense of the information they learn more permanently (Ay et al., 2015; Öztürk, 2019).

Cultural Heritage Education

In the formation of nations, individuals define their own identity by learning the language, history, art and science of their ancestors through cultural heritage; they also establish a common bond with the past, present and future generations of society. It plays an important role in the formation of historical and national consciousness in individuals who grow up with the cultural values of the geography they live in. Thus, thanks to cultural heritage, individuals strengthen their national identity by adopting their identities, origins, language and lifestyles (Yılmaz, 2019). Cultural heritage forms the basis of the culture and the world in which we live by building a bridge between the past and the present and provides a strong reference in designing the future; it also enriches human life spiritually. Cultural heritage contributes to the development of civilization and civilization, while preserving its own culture locally and adding diversity and color around the world (Artun, 2008).

Cultural heritage conveys information that includes all elements of human life such as the experiences of our ancestors in their lives, art, aesthetics, adaptation, stereotyped behaviors, oral traditions, architectural works, historical elements, gastronomy, clothes, scientific knowledge, mother tongue over time and space. In this way, it increases our ability to make quality and efficient organization of present and future time (Madran & Özgönül, 2005). Cultural heritage is of great importance due to its direct contribution to our welfare level. Cultural heritage is extremely effective in bringing national consciousness and memory to individuals and societies (Pearson and Sullivan, 1995). Culture and identity feed and support each other. The richness of culture contributes to the strengthening of identities (Atasoy, 2010). By learning about his past, the individual understands where he came from and where he is going in the historical process, thus finding a national ideal. Around this ideal, he integrates into society by realizing his duty and responsibility as a member of a nation. Therefore, cultural heritage provides the formation of cultural identity in the individual (Yılmaz, 2019). In this historical process, geographies, unknown events and unknown people that have never been seen by the person gain meaning through cultural identity (Ashworth, et al., 2007). This identity, when generally accepted, initiates the development of national identities. National identities are vital for the survival of nation states (Howard, 2003). Understanding culture and cultural heritage elements can only be possible through cultural heritage education. This educational process develops cultural heritage sensitivity and ensures that cultural elements are recognized, preserved, preserved and passed on to future generations. Cultural heritage education primarily provides students with the recognition of natural and man-made cultural elements in their environment. In this way, as students learn about the past, they can have an idea about real values (Avcı & Memişoğlu, 2016). Students can establish connections from local culture to national and even universal culture by following the traces of civilizations that lived thousands of years ago in their environment (Özbaş, 2012). This process contributes positively to students' cognitive and affective development while also helping them understand their historical identity and role in world history (Dönmez & Yeşilbursa, 2014).

Primary school 4th grade students take the first steps to form their social identities by learning the basic concepts of national culture and cultural heritage within the scope of social studies course. However, classroom learning environments can sometimes limit the development of in-depth understanding of these subjects. With this application, primary school 4th grade students will be able to learn the elements of national culture not only on the basis of knowledge, but also on how these elements can be associated with their own life experiences, and will be able to achieve high-level gains such as the development of national culture in their inner worlds

and their reflection on their character development.

This study aims to investigate the effect of out-of-school learning environments on primary school 4th grade students' academic achievement levels and attitudes towards cultural heritage in social studies lessons. In addition, students' views on out-of-school learning experiences were examined and the contribution of these experiences to Social Studies learning was examined. In this context, the thesis study is an important research to understand the role of out-of-school learning environments in terms of academic development and cultural awareness of primary school 4th grade students. It is thought that this study will contribute to the organization and design of teaching activities to make students' learning experiences more effective and enjoyable.

Although there has been an increase in research on out-of-school learning, which has an important place in Europe and America, the out-of-school learning approach has not reached the desired academic maturity in our country (Çengelci, 2012). The majority of the research is in the field of science education. In the researches conducted in the field of social studies education, there are few studies on students (Sözer & Oral, 2016). It is also stated that quantitative methods are more preferred in such research and experimental studies are used less. It is thought that this research will contribute to research on out-of-school learning as it has an experimental dimension.

In the research, addressing the cognitive and affective outputs of the students in a holistic framework with different approaches will enable the problem to be looked at from a broader perspective. In the research, addressing the cognitive and affective outcomes of the students in a holistic framework in the light of different approaches will make it possible to look at the problem from a broader perspective. In addition, thanks to the collection of opinions not only of students but also of teachers, the perceptions and impressions of stakeholders about out-of-school learning were comprehensively evaluated by the researcher. In the research, qualitative data collection tools were used along with the academic achievement test. In addition, it can be said that secondary school students and teachers are the more frequently used sample group in the literature (Demir, 2021; Sevigen, 2021; Aktaş, 2022; Arkan, 2022; Ayyıldız, 2023). In this study, primary school students were selected as the study group. Research is important in the context of filling this gap in the literature.

The main purpose of this study is to experimentally examine the effect of out-of-school learning environments on students' academic achievement, attitudes and views towards Cultural Heritage in the 4th grade Social Studies course of primary school.

For this purpose, answers to the following research questions were sought:

(1) Do out-of-school learning environments have an effect on students' academic success in the 4th grade social studies course of primary school?

(2) Do out-of-school learning environments have an effect on students' attitudes towards cultural heritage in the 4th grade social studies course of primary school?

(3) What are the students' views on the use of out-of-school learning environments in the 4th grade social studies course of primary school?

Method

Research Model

In this research, a mixed research model including both quantitative and qualitative research methods was used. Mixed methods involve the use of both quantitative and qualitative data collection and analysis methods in research approaches. These designs provide a

comprehensive view of phenomena by providing an understanding of participants' experiences, feelings, and thoughts by examining numerical data in depth (Giannakaki, 2005).

In this study, an Exploratory Sequential Design was used. This design is a research approach in which qualitative data collection and analysis comes after quantitative data collection and analysis. In this design, after the quantitative data collection process and analysis, the qualitative stage is used to understand, explain, or research specific topics more deeply. In this way, researchers can provide a comprehensive perspective and better understand complexity (Creswell et al., 2003). *Explanatory Sequential Design* provides the ability to combine the advantages of quantitative and qualitative research methods and address research questions more comprehensively. This design is particularly effective for understanding complex social phenomena and relationships. In the initial phase of research, researchers typically collect quantitative data based on a large sample. Quantitative data collection tools such as questionnaires, scales, or observation forms can be used at this stage. The data is then analyzed using statistical methods, obtaining quantitative findings. Based on the results of the quantitative phase, researchers move on to qualitative data collection and analysis. At this stage, qualitative data collection tools such as focus group discussions, in-depth interviews, or participant observations are often employed. The qualitative data is then examined using qualitative analysis methods, such as content analysis or thematic analysis (Creswell et al., 2003).

Quantitative Context of Research

In the research, the experimental design, one of the quantitative research approaches, was first used. Quantitative research is a research method in which numerical data is collected and analyzed using experimental methods. This method is used to measure a specific phenomenon, study relationships, or understand the interactions between variables. Quantitative research is often conducted through structured methods such as questionnaires, scales, tests, or observation, enabling inferential evaluation of data using statistical analyses (Oral & Çoban, 2020). The main purpose of experimental designs is to test the cause-effect relationship between variables. A quasi-experimental design is a research design in which participants are not randomly assigned to groups. This pattern is used when the researcher is unable to artificially generate the groups for the experiment (Creswell et al., 2003). In educational research, especially in school-based studies where classes are formed in a new educational period, randomly assigning subjects to groups is both feasible and inappropriate. In this context, a quasi-experimental design with pre-test-posttest control group was used in the study.

A quasi-experimental design with a pre-test-posttest control group is applied by forming an experimental group and a control group. In this design, data is collected from all participants before the intervention (pre-test) to be applied to the experimental group. Next, intervention is applied to the experimental group, and then data is collected from both groups (post-test). The control group does not receive the intervention applied to the experimental group and remains only under normal conditions. In this way, the effect of the intervention is compared between the experimental group and the control group and the changes caused by this effect are examined (Ekiz, 2003).

In the study, the effect of out-of-school learning environments on students' Academic Achievement and Attitudes Towards Cultural Heritage in the 4th grade social studies course of primary school was examined experimentally. The Culture *and Heritage Academic Achievement Test (ABT)* and the *Tangible Cultural Heritage Attitude Scale (SKMTAS) were applied to the experimental and control groups* as pre-tests. As an experimental process, education was carried out on the basis of out-of-school learning environments in the experimental group, while the control group was not intervened and education and training was carried out within the

framework of the current program. After the experimental procedure, the *Culture and Heritage Academic Achievement Test (ABT)* and the *Tangible Cultural Heritage Attitude Scale (CBMTS)* were applied to both groups as post-tests. In addition, a semi-Structured Interview Form was used in the experimental group to determine the students' opinions about out-of-school learning environments and practice .

Qualitative Context of Research

In the study, qualitative research was applied after quantitative research in order to reveal the opinions of the experimental group students about out-of-school learning controls. Qualitative research is a research approach in which the researcher uses qualitative data collection and analysis methods to deeply understand phenomena, understand participants' experiences, and explore the complexities of social phenomena. This type of research is generally used in social sciences, education, psychology and other fields (Karataş, 2015).

In the research, semi-structured interview technique was used to collect qualitative data. The interview technique is one of the basic data collection methods of qualitative research. The researcher communicates with participants in person or remotely, conducting in-depth interviews on specific topics. Interviews can be structured, semi-structured or unstructured (Karataş, 2015). Structured interviews are a type of interview that uses predetermined questions and aims to get answers from participants in a certain order. In semi-structured interviews, the researcher uses a specific list of questions but also gives participants the opportunity to express them freely. Unstructured interviews, on the other hand, take a more flexible approach; the participants are spoken freely without a specific list of questions and the topics that arise during the conversation process are focused on (Ekiz, 2003). The interview technique is an essential tool for deeply understanding participants' emotions, thoughts, experiences, and motivations. By interacting with the participants, the researcher can collect rich and deep data about the research topic and then analyze this data to achieve the purpose of the research (Karataş, 2015).

Sampling

Typical case sampling method was preferred to determine the study group. This method aims to select a typical situation among many situations in the universe related to the research problem and collect information from this situation. The main goal is to choose an ordinary and typical situation. The researcher collaborates with people who are knowledgeable about the subject to determine a typical situation, collects preliminary information about the situations and finally decides on the typical situation to be studied (Büyüköztürk et al., 2008).

The participants of the research were 4th grade students studying at a primary school in the Central district of Gaziantep province in the 2023-2024 academic year. It consists of grade students. During the selection of the school, criteria such as the ease of transportation of the researcher, the cost of the research, the attitude of the administration in obtaining the necessary permissions for out-of-school activities, and the willingness of teachers and students to practice were taken into consideration. Two classes of 4th grade students of the same primary school were randomly selected and 4 C classes were determined as experimental groups and 4 A classes were determined as control groups. The gender distribution of the students participating in the experimental part of the research is presented in table 1.

Table 1

Distribution of Experimental and Control Group Students by Gender

		f	%
Experimental Group	Male	12	41,4
	Daughter	17	58,6
	Sum	29	100,0
Control Group	Male	14	51,9
	Daughter	13	48,1
	Sum	27	100,0

As seen in table 1, in the experimental group, 41.4% of the 29 students were boys and 58.6% were girls. In the control group, 51.9% of the 27 students were boys and 48.1% were girls. In the context of these data, it can be said that the gender distributions between the experimental and control groups are similar.

Data Collection Tools

In the study, *Culture and Heritage Academic Achievement Test, Tangible Cultural Heritage Attitude Scale (SKMTÖ)* and *Semi-Structured Interview Form* were used as data collection tools.

Culture and Heritage Academic Achievement Test

In the study, the Culture and Heritage Academic Achievement Test (ABT) *developed by the researcher was used to determine the students' achievement levels in the Culture and Heritage learning area in the pre-test and post-test stages*. The test is multiple choice and consists of 20 questions. When the item distinctiveness values of the test are examined; It is seen that it varies between 0.48 and 0.95. According to these data, all question items can be evaluated as very good in terms of distinctiveness. **In addition,** the KR-20 value was found to be 0.812. This value shows that ABT has high reliability. It was observed that the item difficulty index values were positive and ranged between 0.29 and 0.81. In this context, it can be said that there are question types that can be described as easy and difficult in the test.

Tangible Cultural Heritage Attitude Scale (SKMTÖ)

The Tangible Cultural Heritage Attitude Scale (SKMTÖ) developed by Yeşil Bursa (2008) was used to determine the attitudes of the students towards tangible cultural heritage. The scale, which consists of 28 items, is in the 5-point Likert type; It is rated as Disagree- Disagree-Undecided- Agree- Always Agree. The lowest score to be obtained from the scale is 28, while the highest score is 140. The scale was single-factor and the Cronbach Alpha internal consistency coefficient was determined as .92 by the researcher who developed the scale. In this study, the reliability coefficient was determined as .89. Scores between 1 and 56 points from the attitude scale indicate negative attitudes towards tangible cultural heritage; Scores between 56 and 140 points reveal a positive attitude towards tangible cultural heritage.

Semi-Structured Interview Form

In the study, students' opinions about out-of-school learning practices were collected through a Semi-Structured Interview Form. The draft form was created based on relevant research and in the context of the objectives of the out-of-school learning environment; Experts consisting of an academician in an educational science field, an experienced academician in a qualitative research field and an academician in a basic education field were consulted for opinion. Language and content arrangements were made in line with expert opinions, the content of two questions was simplified and one question was removed from the form. As of the final

form, there are 8 questions about the opinions of the students about the museum trips they attend. Looking at the content of the questions; There are feelings and thoughts about the museum trip, its difference from the classroom environment, the problems encountered, the exciting and emotional moments, if any, and the opinions about whether they participate in the repetition.

Experimental application Process

In the experimental group, *activities were planned in various out-of-school learning environments in order to comprehend the subjects in the program such as the importance of the National Struggle, the richness of Turkish culture, traditional children's games and Atatürk*'s life, and the application was carried out within a period of 2 months. In this process, students were tried to gain the knowledge, attitudes and skills in the program by using the out-of-school learning model. The students in the control group continued in the teaching process using the existing programs and materials. He covered the subjects in the program with his teachers within the school boundaries and in the classroom environment. In this process, textbook and smart board support was received, and students were given activities such as questions and answers, lectures, video screenings, etc. on the basis of the program. No activities were held in any out-of-school environment, and the activities in the program were carried out within the framework of classroom facilities.

Data Analysis

In the research, quantitative data were first entered into the Excel program and then transferred to the IBM SPSS 26.0 package program by making appropriate coding. The scoring of the five-point Likert type scale is in accordance with the original; In positive sentences, it was scored as Always Agree 5, Agree 4, Undecided 3, Disagree 2, Completely Disagree 1. In ABT, correct answers are scored as 1 and wrong answers are scored as 0. Afterwards, skewness and kurtosis values were examined to determine the type of analysis to be performed for the data of ABT and SKMTI, in order to check whether the data were normally distributed.

"Data with skewness and kurtosis values in the range of 1.5± can be said to be normally distributed." (Doğan and Başokçu, 2010: p.65-66). When the skewness and kurtosis values of the scales were examined, it was understood that the values were in the range of 1.5± and it was assumed that the data were normally distributed. *Independent sample t test, paired sample t test were used for the analysis of independent variables in terms of dependent variables, and* Pearson Correlation analysis was used *to determine the relationship between dependent variables*. The statistical significance value in the analyzes was accepted as $p<.05$. In the analyses, frequency **(n),** percentage **(%),** mean (**$\bar{X}$**) and standard deviation **(SD)** values were presented as descriptive statistics.

Content Analysis technique, one of the qualitative data analysis techniques, was used in the analysis of *Semi-Structured Interview* Form data . Content analysis involves the detailed, rigorous, and systematic examination and interpretation of specific material, whereby themes, sub-themes, and categories are identified (Creswell, 2003). First, the research examined students' responses in detail through content analysis to generate codes based on the most frequently given responses. Afterwards, the answers of the participants were divided into categories. Through these categories, themes and sub-themes were determined, and in this context, a systematic classification was made. Finally, the more frequently expressed responses within each theme are indicated in frequency and direct quotes from relevant views are presented. Participants were given a code and abbreviated codes such as IST1, IST2, and IST3 were presented.

In addition, internal validity (credibility), external validity (transferability), internal reliability (consistency) and external reliability (repeatability) studies were carried out to ensure the validity and reliability of the qualitative processes of the research. In order to increase the

internal validity of the study, the interviews with the students were transferred to paper form and long-term interaction was established. Expert review was applied at all stages from the preparation of the questions to the analysis, and the opinions that emerged after the analysis of the data obtained were shown to three students. Confirmation has been taken as to whether the stated statements reflect their own thoughts. In order to ensure external validity, direct quotations from the statements of the participants were included. To increase the internal validity of qualitative research, the researcher should check the appropriateness of their matches in order to reduce the possibility of error in the data analysis and coding process. Therefore, a different researcher cross-checks the relevant code, categories, and themes. In the research, the matching of the relevant codes, categories and themes, and the reliability of the results were calculated using the Miles & Huberman reliability formula (1994). According to Miles and Huberman (1994), an inter-encoder reliability rate of more than 70% is sufficient for the analyzes to be considered reliable; In this context, the 74% compliance rate obtained confirms the reliability of the study.

Findings

Findings on the Quantitative Context of the Research

The results of the difference in ABT Pre-test scores of the Experimental and Control groups are presented in table 2.

Table 2

Independent Groups t Test Results for ABT Pre-test Scores of Experimental and Control Groups

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
ABT Pre-test	Experiment G.	29	10,2414	2,79866	0,607	54	0,547
	Control G.	27	9,8148	2,43432			

Table 2 presents the difference analysis for ABT pre-test scores of the experimental and control groups. The mean ABT pre-test scores of the experimental group was 10.2414 and the standard deviation was 2.79866, while the mean of the control group was 9.8148 and the standard deviation was 2.43432. According to the results of the independent groups t-test, there was no statistically significant difference between the pre-test scores of the groups *($t_{(54)} = 0.607$, $p = 0.547$).* It can be said that the academic levels of the experimental and control group students are similar.

The results of the difference in the pre-test scores of the experimental and control groups are presented in table 3.

Table 3

Independent Groups t Test Results for SKMTÖ Pre-test Scores of Experimental and Control Groups

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
SKMTÖ pre-test	Experiment G.	29	118,1379	9,43672	0,443	54	0,660
	Control G.	27	116,8889	11,62336			

As seen in table 3, the mean pre-test score of the experimental group was calculated as 118.1379 and the standard deviation was calculated as 9.43672. The mean pre-test score of the control group was 116.8889 and the standard deviation was 11.62336. As a result of the independent groups t-test, no significant difference was found between the experimental group

and the control group in terms of BCMTS pre-test scores *($t_{(54)} = 0.443$, $p = 0.660$).* This result shows that there is no statistically significant difference between the two groups in terms of pre-test scores.

The results of the difference in ABT Pre-test and ABT Post-test scores of the experimental group are presented in table 4 and table 5.

Table 4

Correlation results of the experimental group regarding the Correlation Between ABT Pre-test and ABT Post-test Scores

		N	r	p
Relationship Experiment	ABT Pre-test &ABT So-test	29	-0,165	0,392

Table 5

Experimental group's ABT Pre-test and ABT Post-test Scores Difference (Paired) Groups t Test Results

Dependent variable	**Group**	**N**	**$\bar{X}$**	**SS**	**t**	**Df**	***p***
ABT test	Experiment ABT Pre-test	29	10,2414	2,79866	-10,831	28	0.000*
	ABT Post-test	29	17,3103	1,71346			

*p<0.01

Table 4 presents the correlation results for the relationship between ABT pre-test and post-test scores of the experimental group. In the analysis of 29 participants for the relevant relationship, no statistically significant relationship was seen between ABT pre-test and post-test scores (r = -.165, p = .392). For this reason, it can be said that the pre-test and post-test scores do not affect each other and there is a change on the basis of application.

In Table 5, the results of the Related Groups t Test regarding the difference in ABT pre-test and post-test scores of the experimental group are given. According to the results of the analysis, the mean ABT pre-test scores of the experimental group were calculated as 10.2414 and the standard deviation was calculated as 2.79866. The mean ABT post-test scores of the experimental group were determined as 17.3103 and the standard deviation was determined as 1.71346. As a result of the t-test, a statistically significant difference was found between ABT pre-test and post-test scores *($t_{(28)} = -10.831$, $p < 0.001$).* This result shows that there is a significant increase in the effect of out-of-school learning of the experimental group between the pre-test and post-test scores in the ABT test.

The results of the difference in ABT Pre-test and ABT Post-test scores of the control group are presented in table 6 and table 7 (*p<0.01).

Table 6

Correlation results between ABT Pre-test and ABT Post-test Scores of the control group

		N	r	p
Relationship-Control	ABT Pre-test &ABT Post-test	27	0,118	,558

Table 7

Paired: Difference in ABT Pre-test and ABT Post-test Scores of the Control Group t Test Results

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
ABT test	Check ABT Pre-test	27	9,8148	2,43432	-9,160	26	0.000*
	Check ABT Post-test	27	15,1481	2,10683			

Table 6 presents the correlation results for the relationship between ABT pre-test and post-test scores of the control group. In the analysis of 27 participants for the relevant relationship, no statistically significant relationship was observed between ABT pre-test and post-test scores (r = 0.118, p = 0.558). For this reason, it can be said that the pre-test and post-test scores do not affect each other and there is a change on the basis of application. In table 7, the results of the Related Groups t Test regarding the difference in ABT pre-test and post-test scores of the control group are given. According to the results of the analysis, the mean ABT pre-test scores of the control group were calculated as 9.8148 and the standard deviation was calculated as 2.43432. The mean ABT post-test scores of the control group were determined as 15.1481 and the standard deviation was determined as 2.10683. As a result of the t-test, a statistically significant difference was found between ABT pre-test and post-test scores *($t_{(26)}$ = -9.160, $p < 0.001$).* This result shows that there is a significant increase in the effect of the applied instruction of the control group between the pre-test and post-test scores in the ABT test.

The results of the experimental group's difference in SKMTÖ Pre-test and Post-test scores are presented in table 8 and table 9.

Table 8

Correlation results of the experimental group regarding the relationship between SKMTS pre-test and post-test scores

		N	r	p
Relationship-Experiment	SKMTÖ Pre-test and Post-test	29	0,215	0,263

Table 9

Experimental group's difference in SKMTÖ Pre-test and SKMTÖ Post-test scores Paired: Groups t Test Results

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
SKMTO	Experiment SKMTÖ Pre-test	29	118,13	9,436	-4,423	28	0.000*
	Experiment SKMTÖ Post-test	29	132,00	16,164			

*p<0.01

Table 8 presents the correlation results for the relationship between the experimental group's pre-test and post-test scores of the CBS. In the analysis, as a result of the evaluation made with 29 participants, no statistically significant relationship was observed between the pre-test and post-test scores of the CBMTS (r = 0.215, p = 0.263).

In table 9, the results of the Paired Groups t Test regarding the difference in the pre-test and post-test scores of the experimental group are given. According to the results of the analysis, the experimental group's BCMS pre-test scores were calculated as $\bar{X}$ = 118.13 and the standard deviation was calculated as SD = 9.436. The experimental group's SKMTS post-test scores were determined as $\bar{X}$ = 132.00 and the standard deviation was SD = 16.164. As a result of the t-test, a statistically significant difference was found between the pre-test and post-test scores of the CBS *($t_{(28)}$ = -4.423, $p < 0.001$).* This result shows that there is a significant increase in the attitudes of the students with the effect of out-of-school learning of the experimental group.

The results of the difference in SKMTS Pre-test and Post-test scores of the control group are presented in table 10 and table 11.

Table 10

Correlation Results of the Control Group Regarding the Relationship Between SKMTS Pre-test and Post-test Scores

		N	r	p
Relationship-Control	SKMTÖ Pre-test and Post-test	27	0,146	0,361

Table 11

Difference in SKMTS Pre-test and SKMTS Post-test scores of the control group Paired Groups t Test Results

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
SKMTO	Control SKMTÖ Pre-test	27	116,88	11,623	-2,184	26	0.038*
	Control SKMTÖ Post-test	27	122,22	13,368			

*p<0.05

Table 10 presents the correlation results for the relationship between the pre-test and post-test scores of the control group. In the analysis, as a result of the evaluation of 27 participants, no statistically significant relationship was observed between the pre-test and post-test scores of the CBMS (r = 0.146, p = 0.361).

In table 11, the results of the Paired Groups t Test regarding the difference in the pre-test and post-test scores of the control group are given. According to the results of the analysis, the control group's CBT pre-test scores were calculated as $\bar{X}$ = 11116,888.13 and the standard deviation was calculated as SD = 11,623. The experimental group's SKMTS post-test scores were determined as $\bar{X}$ = 122.22 and the standard deviation was SD = 13.368. As a result of the t-test, a statistically significant difference was found between the pre-test and post-test scores of the CBS *($t_{(26)}$ = -2.184 p < 0.05).* This result shows that there is a significant increase in the attitudes of the students with the effect of the teaching process in the control group.

The results of the difference in ABT Post-test scores of the experimental and control groups are presented in table 12.

Table 12

Independent Groups t Test Results for ABT Post-test Scores of Experimental and Control Groups

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
ABT Post-test	Experiment G.	29	17,3103	1,71346	4,226	54	0.000**
	Control G.	27	15,1481	2,10683			

** *p<0.01*

Table 12 includes the independent groups t-test results for the ABT post-test scores of the experimental and control groups. The mean ABT post-test scores of the experimental group were 17.3103 and the standard deviation was 1.71346, while the mean of the control group was 1.71346 and the standard deviation was 1.71346. According to the results of the independent groups t-test, the difference in ABT post-test scores between the groups was statistically significant ($t_{(54)}$=4.226, p=0.000). The ABT Post-test scores of the experimental group were higher than the control group. The results of the difference in the SKMTS post-test scores of the experimental and control groups are presented in table 13.

Table 13

Independent Groups t Test Results for SKMTÖ Post-test Scores of Experimental and Control Groups

Dependent variable	Group	N	$\bar{X}$	SS	t	Df	*p*
SKMTÖ final test	Experiment G.	29	132,000	16,164	2,456	54	0.017*
	Control G.	27	122,222	13,368			

*p<0.05

According to table 13, the mean of the experimental group's CBS post-test scores was 132,000 and the standard deviation was 16,164, while the mean of the control group was 122,22 and the standard deviation was 13,368. According to the results of the independent groups t-test, the difference in the SKMTS post-test scores between the groups was statistically significant *($t_{(54)}$ =2.456, p=0.017).* The experimental group's SKMTS post-test scores were higher than the control group.

According to the research findings; According to the instruction in the current program applied in the control group, the educational practices carried out in out-of-school learning environments in the experimental group were 4. It can be said that grade students are more effective in teaching Culture and Heritage subjects in terms of academic achievement and attitude towards Tangible Cultural Heritage.

Findings on the Qualitative Context of the Research

The findings regarding the feelings and thoughts of the students about the museum trips they participated in as out-of-school learning environments are presented in table 14.

Table 14

Themes and sub-themes for the question "Can you explain how the museum trips you participated in affected your feelings and thoughts?"

Theme	Child Theme	N	Related Insights
Emotions	Very Nice Finding	15	*"It was very nice and fun"*
	Don't Get Too Excited	8	*"The places I visited excited me"*
	Emotion	6	*"Frankly, those events and troubles touched me."*
	Don't worry	5	*"I was saddened to see what the Turkish nation has suffered"*
	Respect	5	*"In the panorama museum, I respected the beautiful people of our nation, 'I am glad to have you, may your soul rest in peace'.*
	Don't be surprised	5	*"I was very surprised by what I saw"*
	Finding Fun	4	*"Sometimes we had fun, sometimes we were sad"*
	Finding Happiness	3	*"I am very happy today"*
	Like	2	*"I liked it very much".*
Thoughts	More Trip Requests	4	*"It was all very nice, but it would have been nice if we had traveled more".*
	Gaining New Knowledge	3	*"They all added new information, which is very good."*
	A Different Experience	2	*"I think it was different to know what happened in the past"*

As seen in table 14, when we examine the effects of museum trips on students, they *can be grouped under two themes:* "Emotions" *and "*Thoughts". *Among the most frequently*

discussed sub-themes in the context of emotions, *"Finding Very Beautiful"* and *"Not Being Very Excited"* stand out. Students generally found the trips nice and fun. They were touched, surprised and sometimes sad on the trips. For example, one student said, *"It was very nice and fun,"* while another student said, *"I was saddened to see what the Turkish nation has suffered."* This shows that students experience positive emotions and are happy during the trips.

In addition, *the sub-theme* of "More Travel Requests" *came to the fore in the theme* of "Thoughts". Students requested more trips. In particular, a view that *"It was all very nice, but it would have been nice if we traveled more"* reflects the students' desire to explore more. This shows that museum visits have a positive impact on the participants and that more similar events should be organized.

The findings regarding the differences between students' learning in out-of-school learning environments and classroom environments are presented in table 15.

Table 15

Findings for the question "Can you specify the differences between the museum trip and the learning in the classroom environment?"

Theme	Child Theme	N	Related Insights
Learning Process	More Fun	8	*"It was very different from the classroom"*
	More Different	8	*"I think it was more fun than the classroom."*
	Freer	7	*"I can say that we have done free learning".*
	More Social	6	*".. You can explore in a more socialized way..."*
	Faster	5	*"I learn faster on museum trips because it's more fun."*
	Better	4	*"I understood the events there (in the museum) better"*
	More Mobile	3	*"It was very different, it was moving, I felt like I had experienced those moments".*
	More Realistic	2	*"I was even more excited than I saw the real reality in the museum."*
Quality of Learning	More Permanent	6	*"You see it live there, the information stays longer."*
	More	4	*"I got more detailed information in museums".*
	More Diverse	1	*"There was more different information"*

Based on the data in table 15, when we examine the differences between museum trips and learning in the classroom environment, we *see that various sub-themes come to the fore under two main themes:* "Learning Process" *and* "Quality of Learning".

In terms of the learning process, the participants found the museum tours more different, fun, free, social, fast, good, active and realistic compared to the classroom environment. Notably, *the "More Fun"* sub-theme is one of the most preferred views. One student *said*, "I think it was more fun than the class." *In terms of "Quality of Learning"*, the participants stated that learning in museum trips was more permanent, detailed and diverse. The most preferred sub-theme is *"More Permanent"*. One student said, *"You see it live there, the information stays longer."*

The findings regarding students' learning that are different for them in out-of-school learning environments are presented in table 16.

Table 16

"Can you explain what you learned differently during the museum trips you attended? Findings on the question

Theme	Child Theme	N	Related Insights
Content of What Has Been	Atatürk's Life	13	*"There were things in Atatürk's life that I didn't know, I learned them."*

Learned	Culture	10	*"In the past, eses were worn in baths and soldiers' clothes"*
	Gaziantep Defense	9	*"We learned that our nation won this war under such difficult conditions"*
	The Power of the Turkish Nation	6	*"I learned the power of the Turkish Nation even in difficult conditions"*
	Wars	4	*"French soldiers and wars....."*
	Ancient Lives	3	*"I learned what happened in the past".*
	Democracy	3	*"The importance and necessity of democracy...."*
	Weapons	2	*"What are guns and bayonets for?"*
Different Learnings	Living in the Moment	4	*"I felt the heartbeat differently in the panorama museum."*
	Being able to look at things differently	2	*"Our teacher told me, but I was able to look at things differently there"*
	Feel	2	*"It was as if I felt those moments on the trip"*
	Observe	1	*"There were different toys in the toy museum"*

Based on the data in table 16, when we examine what the participants learned differently during museum trips, we *see that various sub-themes come to the fore under two main themes:* "Content of Learning" *and* "Different Learnings".

Under the theme of "Content of What Has Been Learned", the participants stated that they generally learned about topics such as *Atatürk's life, our culture, the Defense of Gaziantep, and the power of the Turkish nation* during their museum visits. In particular, the sub-theme *of "Atatürk's Life"* is one of the most preferred views. One participant said, *"There were things in Atatürk's life that I did not know, I learned them."* Under the theme of Different Learnings, the participants stated that they had experiences such as living in the *moment, being able to look at events differently, feel and observe* them during museum visits. The most preferred sub-theme is *"Living in the Moment"*. One student shared this experience by *saying, "I felt the heartbeat differently in the panorama museum."* These findings show that museum visits are not only limited to the transfer of knowledge, but also enrich the participants emotionally and experientially.

The findings regarding the problems faced by students in out-of-school learning environments are presented in table 17.

Table 17

"Were there any problems you encountered during the trips? If so, can you share it?" Findings on the question

Theme	**Child Theme**	**N**	**Related Insights**
No Problem		18	*"No, it didn't"*
Problems	Nausea	2	*"I felt nauseous, but it went back"*
	Hunger	1	*"It happened, I was very hungry"*
	Discomfort with Photo Shooting	1	*"Ayşe (name changed) took a lot of photos, we were disturbed"*

Based on the data in table 17, when we examine the answers to the question of whether there are problems encountered during the trips, and if so, what happened, *it is seen that various sub-themes come to the fore under two main themes:* "No Problems" *and* "Problems".

In the theme of "No Problem", students stated that they did not encounter any problems. Under the theme of "Problems", some participants stated that they experienced problems such as

nausea, hunger and *discomfort from photography*. Two students reported that they had nausea problems. Students shared this problem as *"I felt nauseous, but it went back"*. These findings show that there are generally no problems in out-of-school learning environments, but some students may experience minor discomfort.

The findings regarding the moments that excite and move students in out-of-school learning environments are presented in table 18.

Table 18

"Can you tell us if there were any moments that excited and touched you during the trips?" Findings on the question

Theme	Child Theme	N	Related Insights
Exciting or Emotional Moment	Martyred Soldiers	5	*"The soldiers who were martyred to protect our country touched"*
	Moments of War	4	*"I was excited about who would win the war".*
	Martyr Kamil	2	*"Martyr Kamil dying for his mother."*
A Place of Excitement or Emotion	Panorama Museum/Martyr Kamil	6	*"I was both scared and excited in the heartbeat."*
	Toy Museum	3	*"I was excited at the game museum".*
	Bath Museum	4	*"Hama has become a museum"*
	Castle	3	*"Moments of war"*
	Atatürk Memorial Museum	3	*"I was touched at the Atatürk memorial museum".*
	15 July D. Museum	1	*"I was a little excited to go to the July 15 museum for the first time".*

According to the data in table 18, when we examine the moments of excitement and emotion during the trips, we *see that various sub-themes come to the fore under two main themes:* "Exciting or Emotional Moment" *and* "Exciting or Emotional Place".

Under the theme of "Exciting or Emotional Moment", participants generally stated that they established an emotional connection to the memory of martyred soldiers and moments of war. The most preferred sub-theme is *"Martyr Soldiers"*. A student *shared this sentiment by saying,* "The soldiers who were martyred to protect our country touched us."*Under the theme of "Exciting or Emotional Place"*, the participants stated that they were excited or emotional in the museums or places visited. The most preferred sub-theme is *"Panorama Museum/Martyr Kamil"*. One of the students shared this experience by saying, *"I was both scared and excited in the heartbeat."* The findings show that museum visits have deep emotional effects on students and emotional moments are experienced, especially in places where historical events are told.

The findings regarding the students' views on re-participating in the trips in the social studies course are presented in table 19.

Table 19

"Can you share your views on rejoining such trips in social studies class?" Findings on the question

Theme	N	Related Insights
I 'd like	25	*"I think let's go again, it was very nice, I was touched and excited."*
Don't want	1	*"I don't like cruises".*

According to the data in table 19, when we examine the opinions of the students about re-participating in such trips in social studies class, *we see that various sub-themes come to the fore under two main themes:* "I want" *and* "I don't want".Under the theme "*I would like to",* most students have stated that they would like to participate in such trips again. One of the students *expressed his opinion as* "I think we should go again, it was very nice, I was touched and excited".

Under the theme of "I don't want to", only one student stated that he did not like trips and therefore did not want to participate in such trips again. In this context, it shows that students generally have a positive attitude towards such trips and want to participate again.

Discussion

Discussion and Interpretation of the Quantitative Findings of the Research

According to the findings obtained in the research, it was concluded that out-of-school learning environments increase students' academic success more than the current program-based teaching practices in teaching Culture and Heritage subjects. This conclusion is supported by findings from various studies. In his research, Ayyıldız (2023) stated that out-of-school learning environments enable students to learn by doing and experiencing, and help them achieve permanent and effective learning. Utku (2023) revealed in his research that out-of-school learning significantly increases students' academic achievement. In his study, Eşki (2022) stated that museum education activities carried out in social studies class increased students' academic success. Similarly, both in domestic studies (Egüz, 2020; Öztürk, 2019; Güngören, 2015) and in international research (Ajiboye and Olatundun, 2010; Fui, 2004; Ballantyne and Packer, 2002) out-of-school education practices perform better in students' academic achievement than other teaching methods. In this context, it can be said that out-of-school learning environments increase students' academic success and reinforce learning compared to classroom teaching practices.

Out-of-school learning environments offer students the opportunity to practice and experience theoretical knowledge as well as theoretical knowledge. Visits to museums, teaching with historical sites, or other similar activities allow students to experience the subjects in a tangible way. This makes learning more effective and helps in better understanding of subjects (Fägerstam, 2014). According to Tuuling et al. (2018); Out-of-school learning environments often engage and motivate students. Students may have a more positive attitude towards activities that take place outside the classroom because they are often found to be more enjoyable and exciting. This encourages students to learn more willingly.

In out-of-school learning environments, students can observe artifacts exhibited in museums, participate in interactive exhibits, or learn by visiting a specific historical site. This diversity suits students' different learning styles, providing them with the opportunity to learn about impact (Svodobova et al., 2019). Furthermore, out-of-school learning environments allow for deeper exploration and understanding of subjects. For example, artifacts or historical sites exhibited in museums provide students with the opportunity to evaluate and analyze issues in a multidimensional manner, fostering a deeper understanding of the subjects (Pambudi, 2022). According to Prince and Diggory (2024), out-of-school learning environments help students embody abstract concepts and make learning more effective by walking through a historical site or touching historical artifacts in a museum. In this context, it is important for educators and school administrators to pay more attention to out-of-school learning activities and integrate such activities into their learning programs.

According to the research findings; The effect of out-of-school learning environments is

revealed by the fact that the Tangible Cultural Heritage Attitude Scale (CBMTS) scores caused a higher level of attitude increase in the experimental group where out-of-school learning environments were used compared to the group where the current program was applied. Güngören (2015) determined that students' attitudes towards social studies lessons taught by using out-of-school learning methods increased positively. In addition, Topçu (2017) shows that the practices in out-of-school learning environments are suitable for the structure of the social studies course and that the activities carried out in these environments make the knowledge permanent by embodying it. However, it has been determined that teacher candidates have reservations about these practices due to many obstacles such as economic reasons and teachers' reluctance. Karakaş-Özür and Şahin (2017) revealed that the use of out-of-class activities in social studies class increased students' interest and curiosity in the lesson. Similarly, Çepni and Aydın (2015) stated that teachers stated that this method supports effective learning by embodying knowledge and helps students socialize regarding out-of-class learning environments in social studies lessons. However, it is seen that reasons such as insufficient class hours, financial constraints and intensity of the curriculum prevent the use of out-of-school learning environments.

According to Topçu (2017), out-of-school learning is a learning process that takes place outside of classroom lessons, usually including activities such as field studies, museum visits, and oral history studies. Such activities provide students with tangible experiences and can make learning more effective. A high CBRT score indicates an increased attitude towards tangible cultural heritage. According to Ay, Anagün and Demir (2015), students actively participate in out-of-school learning activities, observe, conduct research and even take leadership roles in some activities. This type of participation makes the learning process more effective for students. In addition, museum visits for visual learners and oral history studies for auditory learners play an important role. This diversity allows students to customize and personalize their learning experience (Ulutaş, 2018).

Discussion and Interpretation of the Qualitative Findings of the Research

According to the qualitative findings obtained from the research; The fact that students find museum trips beautiful, fun, emotional, and sometimes sad can be explained by emotional learning theory. This theory suggests that emotions play a significant role in the learning process, and students experience information in an emotional context, making it more permanent (Uşaklı, 2017).

The fact that students request more trips is based on the theory of experiential learning. This theory argues that students increase their desire to learn through experiences and that these experiences play an important role in education (Şahin, 2020). Students' finding museum trips different, free, and fun compared to the classroom environment can also be supported by constructivist pedagogy (Radmard, 2020). Students stated that learning in out-of-school learning environments is more permanent, detailed and diverse. It can be seen from the qualitative findings that museum visits enrich and deepen students' learning experiences. In this context, it is important to organize and diversify museum trips more frequently in education.

The research results show that students generally have positive experiences during trips. However, it is also reported that some students experience discomfort such as nausea, hunger or photography. It can be thought that this condition may be more common on long-term trips or in students with certain health conditions. The fact that the students stated that they had an emotional bond with historical and military issues shows that the trips left emotional effects on the students. Reactions such as excitement or emotion when visiting museums or venues indicate that students are affected by such experiences and that the emotional dimension of their learning process is important. The fact that the students expressed that they wanted to participate in such

trips again shows that the trips had a positive effect on the students and that the students wanted to have such experiences again. These findings make it clear that trips in social studies classes have positive emotional and motivational effects on students.

When we look at the relevant research; In his research, Demir (2021) showed that study trips accompanied by teachers increase students' motivation about the course and are more effective. İlhan et al. (2021) stated in their study that virtual museums enrich the learning process and contribute to historical thinking skills. Kırksekiz (2021) stated that teaching the lessons with museum activities positively affected the students' attitudes towards the course. In his research, Arkan (2022) revealed that education administrators have a positive view of out-of-school learning and actively use this method. It was determined that social studies teachers had knowledge about out-of-school learning and encountered some problems during the practices.

In the context of different disciplines, research shows that students' out-of-school learning experiences develop a positive attitude towards learning and increase their motivation (Ustabulut, 2021; Sarıoğlan and Küçüközer, 2017; Ay, Anagün, & Demir, 2015). Learning with concrete examples increases the effectiveness of learning by providing a better understanding of abstract concepts and long-term memory retention of information. Out-of-school learning also strengthens students' self-confidence and increases their belief in success. These experiences contribute to students better discovering their own potential and setting career goals for the future (Atalayet al., 2016).

Introducing children to the historical places and cultural elements around them, making sense of them and raising the awareness of leaving them as a legacy to the future is of great importance in terms of cultural enrichment and nation-building processes. Social studies course is an important cultural transfer course in terms of content. Social studies is an interdisciplinary field that provides the knowledge and skills needed for individuals to participate effectively and productively in society and develop their self. It is to ensure that individuals grow up as active citizens who are compatible with democratic principles, have the ability to think critically, and are sensitive to universal human rights. In this direction, it focuses on improving the cognitive, affective and psycho-motor skills of the individual (Öztürk, 2019). Social studies course aims to provide students with skills such as problem-solving, social participation, observation, evaluating events from different perspectives, and perceiving changes over time by offering various learning experiences. It also aims to help students understand their own national and spiritual values and contribute to universal peace by adopting universal values. It preserves the historical and cultural heritage by transferring it to future generations. Content arrangement advances the learning process by starting from the student's immediate environment, thus enabling them to gain a broad perspective based on concrete experiences (Çengelci, 2012). For this reason, the use of methods and techniques with effective outputs in the course will play an important role in achieving the objectives of the course. Primary school 4th grade students take the first steps to form their social identities by learning the basic concepts of national culture and cultural heritage within the scope of social studies course. This makes the lesson and its method even more important.

Conclusion and Recommendations

The research findings indicate that out-of-school learning activities positively affect students' academic achievement and attitudes towards tangible cultural heritage. Although achievement scores increased in both the experimental and control groups, the post-test scores of the experimental group with out-of-school learning practices were significantly higher. Similarly, an increase was observed in the Tangible Cultural Heritage Attitude Scale scores of both groups, but a significant difference emerged in favor of the experimental group. When the

qualitative findings were examined, it was found that the students found the museum trips fun, instructive and emotionally impressive; it is seen that they express that they are more free, active and intertwined with reality in these environments. Students stated that learning in out-of-school learning environments is more permanent and detailed; He stated that they had strong emotional experiences regarding historical and cultural content during museum visits. In addition, the vast majority of students wanted to participate in such trips again, with only a few students expressing minor health or comfort problems.

In line with these results, teachers are advised to regularly include out-of-school learning activities; planning trips according to students' interests and needs; It is recommended that they carry out health, safety and guidance processes meticulously. It is important for program developers to offer flexible and enriched content that provides guidance to teachers so that out-of-school learning environments can be systematically integrated into programs. Education administrators are advised to develop policies and guidelines for the dissemination of these activities, to provide in-service training to teachers and to allocate the necessary resources for trips.

From the point of view of researchers, it is recommended to conduct studies that examine the effects of out-of-school learning activities on academic achievement, attitude, motivation, socio-emotional development and higher-order thinking skills longitudinally and with different sample groups. In addition, these learning environments need to be investigated more comprehensively in terms of cultural heritage education, self-efficacy, participation, interdisciplinary learning and access conditions for different socioeconomic groups. A comparative consideration of the contributions of digital technologies (virtual museum, augmented reality, mobile applications) to cultural heritage education is also seen as an important area for future research.

Declarations

Acknowledgments: Not applicable.

Authors' contributions: The *first author* developed the conceptual framework, collected the data, conducted the analyses, and drafted the manuscript. The *second author* (advisor) provided guidance in the design of the study, contributed to the data analysis process, and supervised the preparation of the final version of the manuscript. Both authors read and approved the final manuscript.

Conflict of interest: Authors declare that they have no conflicting interests.

Funding: This study did not receive any funding from any institution or organization. The funding agency had no role in the study design, data collection, analysis, interpretation, or writing of the manuscript.

Ethical approval and consent to participation: The study was approved by the Ethics Committee of the Gaziantep University Social and Human Sciences Ethics Board (Ethics Committee Date: 04/01/2024). Informed consent was obtained from participating students and their parents.

References

Ajiboye, J. O., & Olatundun, S. A. (2010). Impact of some environmental education outdoor activities on Nigerian primary school pupils' environmental knowledge. *Applied Environmental Education & Communication, 9*(3), 149–158. https://doi.org/10.1080/1533015X.2010.510020

Aktaş, V. (2022). *Sosyal bilgiler dersinde mekânsal düşünme becerilerinin geliştirilmesinde okul dışı öğrenme ortamlarının rolü: Bir eylem araştırması* (Yüksek lisans tezi). Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü.

Arkan, M. K. (2022). *Eğitim yöneticileri ve sosyal bilgiler öğretmenlerinin okul dışı öğrenme hakkındaki görüşleri* (Tez No. 769343) [Yüksek lisans tezi, Recep Tayyip Erdoğan Üniversitesi]. YÖK Ulusal Tez Merkezi.

Artun, E. (2010). *Türk halk bilimi* (6. bs.). Kitapevi.

Aslan, E. (2000). Yerel tarihin tanımı, gelişimi ve değeri. In Z. A. Kızılyaprak (Ed.), *Tarih yazımında yeni yaklaşımlar: Küreselleşme ve yerelleşme* (ss. 195–204). Türkiye Ekonomik ve Toplumsal Tarih Vakfı.

Ashworth, G. J., Graham, B., & Tunbridge, J. E. (2007). *Pluralising pasts: Heritage, identity and place in multicultural societies*. Pluto Press.

Ata, B. (2015). Okul dışı sosyal bilgiler öğretiminde müzeler. In A. Şimşek & S. Kaymakçı (Eds.), *Okul dışı sosyal bilgiler öğretimi* (ss. 171–186). Pegem.

Atalay, N., Ay, Y., & Güntekin, M. (2016). İlköğretimde serbest etkinliklere yönelik sınıf öğretmeni ve öğrenci görüşleri. *Kastamonu Eğitim Dergisi, 22*(2), 419–437.

Avcı, M., & Memişoğlu, H. (2016). Kültürel miras eğitimine ilişkin sosyal bilgiler öğretmenlerinin görüşleri. *Elementary Education Online, 15*(1), 104–124.

Ay, Y., Anagün, Ş. S., & Demir, Z. M. (2015). Sınıf öğretmeni adaylarının fen öğretiminde okul dışı öğrenme hakkındaki görüşleri. *Turkish Studies, 10*(15), 103-118. http://dx.doi.org/10.7827/TurkishStudies.8702

Ayyıldız, İ. (2023). *Sosyal bilgiler dersinde okul dışı öğrenme ortamları bağlamında gerçekleştirilen tarihi mekân gezileriyle ilgili öğrenci görüşleri* (Yüksek lisans tezi). Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü.

Ballantyne, R., & Packer, J. (2002). Nature-based excursions: School students' perceptions of learning in natural environments. *International Research in Geographical and Environmental Education, 11*(3), 218–236. https://doi.org/10.1080/10382040208667488

Baum, W. K. (1995). *Oral history for the local historical society*. Rowman Altamira.

Burke, P. (2009). *Afişten heykele minyatürden fotoğrafa tarihin görgü tanıkları*. Kitap Yayınevi.

Buyurgan, S., & Mercin, L. (2005). *Görsel sanatlar eğitiminde müze eğitimi ve uygulamaları* (1. bs.). Görsel Sanatlar Eğitimi Derneği Yayınları.

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri*. Pegem Akademi.

Capelle, J., & Smith, M. (1998). Using cemetery data to teach population biology & local history. *The American Biology Teacher, 60*(9), 690–693. https://doi.org/10.2307/4450582

Ceyhan, Ö. (2016). *Pre-service social studies teachers' ideas about the informal resources that they use to learn history*(Yüksek lisans tezi). Erciyes Üniversitesi, Eğitim Bilimleri Enstitüsü. YÖK Ulusal Tez Merkezi.

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (ss. 209–240). Sage.

Çaykent, Ö. (2020). Sözlü tarih. In A. Şimşek (Ed.), *Tarih için metodoloji* (4. bs., ss. 162–175). Pegem Akademi.

Çengelci, T. (2012). Sosyal bilgiler öğretim programında somut olmayan kültürel mirasın yeri. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 25*(1), 185–203.

Çepni, O., & Aydın, F. (2015). Sosyal bilgiler öğretmenlerinin sınıf dışı okul ortamlarına ilişkin görüşleri. *The Journal of Academic Social Science Studies, 39*, 317–335. https://doi.org/10.9761/JASSS3061

Çetin, M. A. (2013). *7. sınıf sosyal bilgiler ders kitabında Türk tarihinde yolculuk ünitesi işlenirken mezarlık ve şehitlik ziyaretlerinin tarih bilgisi ve bilincinin oluşumunda ve öğrencinin akademik başarısındaki etkisi (Akhisar örneği)*(Yüksek lisans tezi). [Enstitü/üniversite bilgisi verilmemiş].

Danacıoğlu, E. (2010). *Geçmişin izleri*. Tarih Vakfı Yurt Yayınları.

Danker, C. A. (2003). Multicultural social studies: The local history connection. *The Social Studies, 94*(3), 111–117. https://doi.org/10.1080/00377990309600192

Demir, Y. (2021). *Sosyal bilgiler dersinde veli eşliğinde gerçekleştirilen inceleme gezilerinin etkililiği* (Tez No. 676230) [Doktora tezi, Uludağ Üniversitesi]. YÖK Ulusal Tez Merkezi.

Demirel, Ö., & Kaya, Z. (2006). *Eğitim bilimine giriş*. Pegem Akademi.

Dönmez, C., & Yeşilbursa, C. C. (2014). Kültürel miras eğitiminin öğrencilerin somut kültürel mirasa yönelik tutumlarına etkisi. *Elementary Education Online, 13*(2), 425–442.

Erdilek, N. (2006). Türkiye'de göç araştırmalarında sözlü tarih metodu. In A. İlyasoğlu & G. Kayacan (Eds.), *Kuşaklar, deneyimler, tanıklıklar: Türkiye'de sözlü tarih çalışmaları konferansı* (ss. 79–85). Tarih Vakfı Yurt Yayınları.

Erpulat, D. (2003). Tarih eğitiminin iyileştirilmesi çalışmaları. In O. Köymen (Ed.), *Tarih eğitimine eleştirel yaklaşımlar* (ss. 123–136). Türkiye Ekonomik ve Toplumsal Tarih Vakfı Yayınları.

Fägerstam, E. (2014). High school teachers' experience of the educational potential of outdoor teaching and learning. *Journal of Adventure Education and Outdoor Learning, 14*(1), 56–81. https://doi.org/10.1080/14729679.2013.769887

Fui, C. M. (2004). Using primary sources for the teaching of secondary social studies: Exploring the potential and problems of oral history. *Teaching and Learning, 25*(2), 207–214.

Giannakaki, M. S. (2005). Using mixed-methods to examine teachers' attitudes to educational change: The case of the skills for life strategy for improving adult literacy and numeracy skills in England. *Educational Research and Evaluation, 11*(4), 323–348. https://doi.org/10.1080/13803610500110687

Göç, N. (2008). *Yerel tarih konularının sosyal bilgiler derslerinde uygulanması; karşılaşılan güçlükler ve çözüm önerileri (Yozgat örneği)* (Tez No. 231697) [Yüksek lisans tezi, Gaziosmanpaşa Üniversitesi]. YÖK Ulusal Tez Merkezi.

Gürel, D., & Çetin, T. (2018). Sosyal bilgiler dersi ve kültür aktarımında edindiği rol üzerine bir inceleme. *Anadolu Eğitim Liderliği ve Öğretim Dergisi, 6*(2), 22–40.

Harrison, N. (2012, December 2–6). Putting history in its place: Grounding the Australian curriculum history in local community. Paper presented at the Joint Australian Association for Research in Education and Asia-Pacific Educational Research Association Conference (AARE-APERA 2012), Sydney, NSW, Australia.

Howard, P. (2003). *Heritage: Management, interpretation, identity*. Continuum.

ICOM. (2007). *The virtual museum of computing*. http://archives.icom.museum/vlmp/computing.html

Işık, H. (2008). İlköğretim tarih konularının yerel tarih ile ilişkilendirilmesinin öğrenci başarısına etkisi. *Uluslararası Sosyal Araştırmalar Dergisi, 1*(4), 290–310.

İlhan, G. O., Tokmak, A., & Aktaş, V. (2021). Sosyal bilgiler öğretmen adaylarının sanal müze deneyimleri. *Uluslararası Müze Eğitimi Dergisi, 3*(1), 74–93. https://doi.org/10.51637/jimuseumed.958918

Jenks, C. E. (2010). Using oral history in the elementary school classroom. *Social Studies and the Young Learner, 23*(1), 31–32.

Karadoğan, S. (2016). Eğitimde sınıf-okul dışı öğrenme uygulamaları ve yaşanan sorunlar. In R. Aksu (Ed.), *Türkiye'de eğitim sorunlarına yönelik akademik değerlendirmeler ve çözüm önerileri I* (ss. 47–85). Maya.

Karakaş-Özür, N., & Şahin, S. (2017). Sosyal bilgiler dersinde sınıf dışı etkinliklerin öğrenci başarısına etkisi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 18*(3), 201–218.

Karataş, Z. (2015). Sosyal bilimlerde nitel araştırma yöntemleri. *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi, 1*(1), 62–80.

Kartal, A., & Şeyihoğlu, A. (2020). Öğrenci bakış açısıyla sosyal bilgilerde okul dışı öğrenme ortamları bağlamında "müzeler". *Gazi Eğitim Bilimleri Dergisi, 6*(1), 128–146. https://doi.org/10.30855/gjes.2020.06.01.008

Kırksekiz, A. (2021). *360 derece videolar ile oluşturulmuş sanal müze uygulamasının sosyal bilgiler dersinde kullanımının öğrencilerin akademik başarı ve tutumlarına etkisi* (Tez No. 686141) [Doktora tezi, Sakarya Üniversitesi]. YÖK Ulusal Tez Merkezi.

Kulu, M. (2009). *İlköğretim sosyal bilgiler eğitiminde mezarlıkların ve şehitliklerin kullanılması* (Tez No. 278353) [Yüksek lisans tezi, Gazi Üniversitesi]. YÖK Ulusal Tez Merkezi.

Küpüç, E. (2014). *Sözlü tarih kavramı ve sözlü tarihin tarih öğretimindeki rolü* (Tez No. 385980) [Yüksek lisans tezi, Yüzüncü Yıl Üniversitesi]. YÖK Ulusal Tez Merkezi.

Madran, E., & Özgönül, N. (2005). *Kültürel ve doğal değerlerin korunması*. TMMOB Mimarlar Odası Yayınları.

Millî Eğitim Bakanlığı. (2005). *İlköğretim sosyal bilgiler 6. ve 7. sınıf programı*. Talim ve Terbiye Kurulu Başkanlığı.

Millî Eğitim Bakanlığı. (2018a). *Sosyal bilgiler dersi öğretim programı (ilkokul ve ortaokul 4, 5, 6, 7. sınıflar)*. Talim ve Terbiye Kurulu Başkanlığı.

Millî Eğitim Bakanlığı. (2018b). *Seçmeli görsel sanatlar dersi öğretim programı: Ortaokul ve imam hatip ortaokulu 5, 6, 7 ve 8. sınıflar*. Talim ve Terbiye Kurulu Başkanlığı.

Millî Eğitim Bakanlığı. (2019). *Okul dışı öğrenme kılavuzu*. Ortaöğretim Genel Müdürlüğü.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage.

Oğuz, B. (2002). *Mezartaşlarında simgeleşen inançlar*. Av Yayınları.

Oral, B., & Çoban, A. (2020). *Eğitimde bilimsel araştırma yöntemleri*. Pegem Akademi.

Özbaş, B. (2012). İlköğretim sosyal bilgiler derslerinde kültürel miras eğitimi. In M. Safran (Ed.), *Sosyal bilgiler eğitimi* (ss. 702–718). Pegem Akademi.

Öztürk, H. K. (2019). Araştırma modelleri ve türleri. In K. Yılmaz & R. S. Arık (Eds.), *Eğitimde araştırma yöntemleri*(1. bs.). Pegem Akademi.

Pearson, M., & Sullivan, S. (1995). *Looking after heritage places: The basics of heritage planning for managers, landowners and administrators*. Melbourne University Press.

Peker, N. (2014). *Sosyal bilgiler dersinde sanal müze kullanımı ve sosyal bilgiler öğretmeni adaylarının sanal müze kullanımına yönelik tutumları* (Yayımlanmamış yüksek lisans tezi). Aksaray Üniversitesi, Sosyal Bilimler Enstitüsü.

Prince, H. E., & Diggory, O. (2024). Recognition and reporting of outdoor learning in primary schools in England. *Journal of Adventure Education and Outdoor Learning*, *24*(4), 553-565. https://doi.org/10.1080/14729679.2023.2166544

Radmard, S. (2020). Yapılandırmacı öğretimde sınıf öğretmenlerinin öğrenme/öğretmeye yönelik inançları ve sınıf yönetimi uygulamaları. *Yükseköğretim ve Bilim Dergisi, (2)*, 328–351. https://doi.org/10.5961/jhes.2020.394

Rice, E. (1901). Local history. *The University of Chicago Press Journals, 1*(8), 689–693.

Schweibenz, W. (2019). The virtual museum: An overview of its origins, concepts, and terminology. *The Museum Review, 4*(1), 1–29.

Sevigen, E. (2021). *Sosyal bilgiler öğretiminde müze eğitimi uygulamalarının öğrencilerin somut kültürel miras ve ders ile ilgili tutumlarına etkisi ve süreç hakkındaki görüşleri: Bir karma yöntem araştırması* (Tez No. 686123) [Yüksek lisans tezi, Eskişehir Osmangazi Üniversitesi]. YÖK Ulusal Tez Merkezi.

Sözer, Y., & Oral, B. (2016). Sınıf içi öğrenmeleri destekleyen okul dışı aktif öğrenme süreci: Bir meta-sentez çalışması. *International Journal of Eurasia Social Sciences, 7*(2), 278–312.

Şimşek, A., & Kaymakçı, S. (2015). Okul dışı sosyal bilgiler öğretiminin amacı ve kapsamı. In A. Şimşek & S. Kaymakçı (Eds.), *Okul dışı sosyal bilgiler öğretimi* (ss. 1–10). Pegem.

Topçu, E. (2017). Sosyal bilgiler öğretiminde okul dışı öğrenme ortamları: Öğretmen adayları ile fenomenolojik bir çalışma. *International Education Studies, 10*(7), 126–137. https://doi.org/10.5539/ies.v10n7p126

Tunç-Şahin, C. (2011). Yerel tarih uygulamalarının başarıya ve öğrenci ürünlerine etkisi. *Uluslararası Sosyal Araştırmalar Dergisi, 4*(16), 453–462.

Türk Dil Kurumu. (2018). *Türkçe sözlük*. https://sozluk.gov.tr/

Ulutaş, S. (2018). *Sosyal bilgiler öğretiminde bağımsız değişken olarak yerel tarih tekniği* (Yüksek lisans tezi). İnönü Üniversitesi, Eğitim Bilimleri Enstitüsü.

Uşaklı, H. (2017). Sosyal duygusal öğrenme nedir, neden önemlidir (insan ilişkilerinde beş duygu alanı). *Sinop Üniversitesi Sosyal Bilimler Dergisi, 1*(2), 1–16. https://doi.org/10.30561/sinopusd.314566

Utku, M. (2023). *Sosyal bilgiler kültür ve miras öğrenme alanında okul dışı öğrenmenin çeşitli değişkenlere etkisi*[Doktora tezi, Erzincan Binali Yıldırım Üniversitesi]. YÖK Ulusal Tez Merkezi.

Üçüncü, K. (2013). Sözlü tarih. In A. Şimşek & V. Engin (Eds.), *Türkiye'de tarih yazımı* (ss. 435–452). Yeditepe Yayınevi.

Yazıcıoğlu, M. (2010). *Sosyal bilgiler öğretiminde İstanbul'daki bazı tarihi mekânların kullanımı* (Tez No. 290680) [Yüksek lisans tezi, Gazi Üniversitesi]. YÖK Ulusal Tez Merkezi.

Yeşilbursa, C. C. (2008). Sosyal bilgiler öğretiminde tarihi yerlerin kullanımı. *Türklük Bilimi Araştırmaları Dergisi, 23*, 209–222.

Yılmaz, M. (2019). *Sosyal bilgiler öğretiminde yerel tarih ögelerinin kullanımına ilişkin öğretmen ve öğrenci görüşlerinin belirlenmesi: Trabzon örneği* (Tez No. 585849) [Yüksek lisans tezi, Trabzon Üniversitesi]. YÖK Ulusal Tez Merkezi.